

**ADULT BASIC EDUCATION  
LEADERSHIP PLAN  
February 1, 2006**

**Leadership Objective 2006**

Utilize the AIDDE Process to analyze our state data and determine training needs to improve the state's performance and improve the quality of our programs'.

**Analysis of State Data**

- Did not meet our performance targets in the following
  - \_\_\_ High Intermediate Basic
  - \_\_\_ High Intermediate ESL
  - \_\_\_ High Advanced ESL
  - \_\_\_ High Adult Secondary
- Target Population is 139,628. We served 7,744/ 12+ hours or 5% of the total state target population. Almost 50% of the students who walked through the door to inquire about our services did not stay long enough to reach 12 hours of service and in many cases, separated before they entered a class. We also have a high rate of separation after 12 hours of participation and prior to meeting their goals (average of about 38%). We Post-test within the range of 41-58%. (Intake deficiencies, goal setting and advising, follow-up on goals, student IEP Process)
- While our performance targets were well above our projections in the areas of: Entered Employment, Retained Employment, Obtained a GED, Entered Post-Secondary Education or Training, we must also look at the total number served vs. the total number of people in our state who are unemployed and without a GED. In 2005 the unemployment rate was at a record low with 33,000 more people with jobs than in 2004. Unemployment is set at 3.9 for 2005, a drop from 4.7 in 2004. Only 4 rural counties reported unemployment rates of 7% or more in Dec. 2005: Adams County, Benewah County, Clearwater County, and Boundary County. We served 5% of the unemployed in our ABE programs (1,440 (Entered and Retained Employment) ABE, our state unemployment annual average is 28,392. Idaho also has a 19% increase in workers over 65 while the national average is only 13% and a decrease in workers under 24. (Goals around employment and further training)
- 45,492 of our 139,628 target population completed less than 9 years of education. 67% completed 9-12 but almost 30% of those who completed 12 years of education have no diploma. Over 10% who completed 12 yrs. of education with no diploma are ESL and 40% of this group still does not speak English well. ESL needs, ESL transitioning into GED, and LD needs)

- Other data: Working Poor (Labor & Commerce requesting higher level math and science scores), JET Program, Kids Count Data, Free Lunch School districts, etc.

### **Analyze Current Practice and Determine Focus for Change:**

- High Drop-Out rate of students prior to 12 hours of service
- 38% leave prior to completing their goals
- Increase in workers who are older
- ESL needs are greater in many of our counties

### **Needs:**

- Intake and Goal Setting Process reviewed and revised
- Content Training
- Training in the basics of ABE/ESL for teachers without background in these areas
- NRS clarification and work with goal setting and follow-up
- New Data System/ Accountability/ Reliable data
- ESL Training for the higher level ESL students and recruitment of the lower level students
- ESL training for new ESL teachers or ESL teachers with little ABE background
- Transition plan for higher level ABE students

### **Research:**

NCSALL- Focus on Basics: Getting Into Groups

NCSALL- The First Three Weeks: A Critical Time for Motivation

NCSALL- Stopping Out, Not Dropping Out

NCSALL- Persistence among Adult Basic Education Students in Pre-GED Classes.

- \* Center for Literacy Studies (1992). *Life at the margins: Profiles of Adults with Low Literacy Skills*
- \* Valentine, T. and Sandlin, J (1997) *Beyond Basic Skills*, Vol.1, No. 3
- \* Darkenwald, G. and Merriam, S., *The Adult Attrition problem: Identification at Intake*

## **Leadership Plan for 2005-06**

- 1) Intake and Goal Setting- Director's Meeting to review lessons learned in research, share current practice, adjust the intake plan and procedure.  
Share SABES- "Scenarios for Intake, Placement Testing and Educational Gain Assessment. Follow-up workshop for teachers and intake personnel.
- 2) Formation of Leadership Master Teacher Advisory Team: Representative from each region- Currently- BSU, CSI, LCSC, EITC....This team will form

the state leadership team and provide oversight of projects at the local level as well as provide training to the local lead teachers.

- 3) Each program will identify a lead teacher in the following areas: NRS, IMAS, ESL, ABE/GED, Reading, Math, LD, and Assessment.

- 4) Training Schedule:

\* **ABE On-Line Basic Training Course-** For teachers of ABE/ESL who are new to the field of Adult Basic Education. State Leadership Team Leader: Pam Ingram. Leadership funding will provide paid time for teachers to participate and complete the course. Programs will be provided the incentive money from Leadership funds.

- **On-line NRS Training-** For all teachers/ This is a 2-Part Training
  - A) On-line lessons provided by NRS and OVAE. The teacher will register with Traci Birdsel, who will get them started and follow-up.
  - B) **NRS Goal Setting Training-** This same group of teachers and staff will be required to attend the face-to-face training offered in their region. The training will be offered at BSU, CSI, NIC (LCSC will join NIC), EITC (ISU will join EITC) and Corrections will be invited to each regional training.

- One day training
- Goal Setting and working with goals, follow-up, Instructional vs. NRS goals, etc. will be the focus of this workshop
- Teachers will be paid at their hourly rate of pay. Homework and follow-up is required.
- Trainers will be paid through MOA's with the State Department of Education.

— **ESL Training for New and/or Inexperienced Teachers:**

Training designed for ESL teachers using the ESL Toolkit. This will also be an online training and valuable for all ESL teachers. Teacher time will be paid at their hourly rate.

— **ESL Silent Sustained Reading (SSR) and Pair Work (PW) Approaches**

Each program will choose at least two-three teachers to attend the workshop and each teacher will agree to pilot either one SSR project or one PW Project over a 3 month period of time (each program will have one SSR pilot and one PW pilot).

— Teachers will be paid their hourly rate of pay to attend both the workshop and to participate in the follow-up project.

**Math**

We have an opportunity to work with a national GED Math Numeracy Study and send two math teachers from the state to participate. The state will provide leadership funds to support this effort.

**Reading**

The Reading Circle training module, the PDS Reading Strategies training module, and the New Reading Study training module will be supported with Leadership funds in 2006-07.

**Assessment**

Inquiries are being made to offer an on-line TABE training. Also, TABE training will be scheduled for fall of 2006. Two state trainers will attend the CASAS conference in San Diego in June. Two state trainers attended training in BEST and BESTPLUS and attended the BEST annual conference.

**Site Review**

We will schedule site reviews for all programs in the winter through spring months. Based upon statewide data, the state is currently considering 3 site reviews in 2006-07. The site reviews will be scheduled as two to three day visits. We will adapt the Oregon model and bring in a small team of professionals to visit classes, review procedures, fiscal management, curriculum, data, etc. The site review instrument will be posted on the SDE/ABE website at [www.sde.state.id.us/certification/AdultEd.asp](http://www.sde.state.id.us/certification/AdultEd.asp) Menu Item: Monitoring and Review

**Other Notes: Leadership Funding**

- Leadership funding will provide dollars for the state leadership trainers to create, follow-up and monitor the statewide training modules.
- Leadership Funding will provide dollars to regional program to pay teachers and staff to participate in training activities
- Leadership Funding will provide an hourly rate of pay to teachers who participate in follow-up activities.
- Leadership Funding will provide funding for regional “lead” teachers who will be responsible for follow-through at the local level and follow-up for the state level regarding data collection and analysis.